

ENGLISH TEACHER'S PERSPECTIVE ON AUTHENTIC ASSESSMENT IMPLEMENTATION OF CURRICULUM 2013

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Abstract: Assessment is an important part of teaching and learning as it enhances the process of students learning improvement (Brown, 2004). Now, the curriculum 2013 in Indonesia has brought authentic assessment as part of teaching and learning process which all teachers from elementary to secondary levels have to implement it in schools. While, the term authentic assessment for many teachers seems to be something new for them. Whereas, they need to understand and be able to apply it which many students will rely on their way of designing and administering it. Authentic assessment itself usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated (Muller, 2014). Therefore, this paper gives findings on the English secondary school teachers' perspective of the term authentic assessment. The findings comprise into two perspectives, the positive and negative ones which mean the teachers' ability in designing it and their difficulties in facing it. The teachers who are involved in this case study are from Central Java and secondary schools English teachers partners of Semarang State University (UNNES). They usually involve in observing teacher trainees of UNNES. Explanatory case study is used here as the description and explanatory on the questionnaires and teachers' lesson plans are applied to explore more the teacher's perspective on authentic assessment for curriculum 2013. the findings of this case study could be as underpinning ways to get future solution for teachers knowledge and ability on authentic assessment dealing with the implementation of curriculum 2013.

Keywords: *Authentic Assessment, Curriculum 2013*

Introduction

As many Indonesian know lately that curriculum 2013 has been established as the new one to be applied in schools. It is kind of dilemmatic problem for either teachers, educators, and society. However, talking of the curriculum theory, the success of a curriculum needs long process. As stated by Anita Lie (2012), the success of a curriculum is started from the shaping of ideas and concept about education, the formulation of curriculum design, the preparation of teachers, the facilities, the supervision of curriculum administration, also the teaching and learning process, including the assessment or evaluation.

From all the processes, this paper needs to focus on the assessment of the lesson as to be applied as part of the curriculum 2013 implementation. Thus, authentic assessment is needed to be understood by all teachers in Indonesia. The problems arise when the term authentic assessment is one thing that many teachers of all grades are not familiar with it. While, it should be known that assessment does play very important role in instructional process.

Hence, the investigation of whether many teachers have been familiar or not with the term authentic assessment has to be done. This paper tries to investigate about the English teachers' perspective on the authentic assessment for English lesson implementation in schools. The results of the study would be used as ideas or triggers of how the authentic assessment should be applied appropriately in English teaching and learning process. How important it is. Also, the results of the teachers' perspective of authentic assessment along with the curriculum 2013 implementation can be used as an overview of how the trainings should be given to all English teachers in Indonesia.

Hymes (1991) states that authentic assessment is a term which has been coined to describe alternative assessment methods. These methods should authentically allow a student to demonstrate a student's ability to perform tasks, solve problems or express knowledge in ways which simulate situations which are found in real life. According to Eisner (1993), authentic assessment projects should reveal how students go about solving the problems (process) and should have more than one 'correct' solution. Another definition from Mary (2004), authentic assessment:

Evaluating by asking for the behavior the learning is intended to produce. The concept of model, practice, feedback in which students know what excellent performance is and are guided to practice an entire concept rather than bits and pieces in preparation for eventual understanding. A variety of techniques can be employed in authentic assessment

The goal of authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their own efforts. Tasks used in authentic assessment are meaningful and valuable, and are part of the learning process.

Authentic assessment can take place at any point in the learning process. It implies that tests are central experiences in the learning process, and that assessment takes place repeatedly. Patterns of success and failure are observed as learners use knowledge and skills in slightly ambiguous situations that allow the assessor to observe the student applying knowledge and skills in new situations over time.

From the definition above, along with the curriculum 2013 structure that the focuses are on knowledge, attitude, and skills, authentic assessment can be applied in students learning process since it can promote the students progress at any point in it. The tasks given based on authentic assessment are also meaningful and valuable. The students need experiences in their learning so that between knowledge and skills can be learned and observed.

In the definition above, authentic assessment can be implemented by giving variety of tasks, based on O'Malley and Pierce (1996) examples of authentic assessment include performance assessment, portfolios, and student self- assessment. O'Malley and Pierce (1996) also give types of authentic assessment which are important to be known by teachers or pratitioners. The types are oral interviews, story or text retelling, writing samples, projects/ exhibitions, experiments/ demonstrations, constructed- response items, teacher observations, and portfolios.

Thus, from all the definition and information about authentic assessment, this paper has question to be answered: "How are the teacher's perspective toward the implementation of authentic assessment along with the curriculum 2013?". The perspective can be positive either negative. Thus, this study would like to give the results of investigating the teacher's perspective of it and its implementation based on curriculum 2013.

Methods

The study was done by using explanatory case study. While case study research is mainly said to seek the answers of "how" and "why" questions (Yin: 2003). It is also often to be said of a qualitative nature. Several types of case study based on Yin (2003) are exploratory, explanatory and descriptive case study. Explanatory case study refers to study which seek to link an event with its effects and are suitable for investigating causality. While the method used in this study is qualitative method. The case that was arisen was the implementation of authentic assessment in teaching English. Then, the unit analysis was the actual source of information that is the individual, in this case is the teachers of English at junior high schools.

As already mentioned that the unit analysis is the individual, then, the subject of the study was eight teachers of English who teach English at junior high schools which are the partners schools of Semarang State University (UNNES) in Central Java. They also sometimes do observation to the teacher trainees of UNNES. However, the authentic assessment for the curriculum 2013 is still new for them. The data were gathered through interview and the way they design lesson plan by implementing authentic assessment. All the data were gathered in January and February of 2014. The interview was done in informal way by considering the leading and nonleading questions, and the researcher tried to let the informants to unstructured interviewing. The analysis used the analytic technique based on case study. After the interview data were gathered, then the reseacher used comparing based pattern which is the initial predicted results. Those can be expected outcomes, rival explanations or simpler pattern. Then, the explanation would be given afterward by considering the interpretation of the most significant issue of the study.

Findings and Discussion

This study is designed to give description of how the teachers' perspective on the authentic assessment implementation in their schools later, sooner or already in the process of teaching and learning process. So, the findings and discussion are fully in description.

The first analysis was done on the interview analysis results. The first question was about the teacher's understanding of authentic assessment. From all eight English teachers at that time they gave wrong answers of understanding it. They still referred the answer by comparing the authentic assessment with rubric, which means that they thought authentic assessment meant that the evaluation the teacher applied is only using rubric. While, the understanding about designing rubric is also confusing them as teachers. The second question is about the types of authentic assessment. Surprisingly, this question has been answered by four teachers correctly. While four of the rest have given wrong answers. Mostly they knew portfolios, oral perfomance tasks, and project based tasks. They also gave examples, like asking the students to make portfolio of their recount text which would be published on the wall magazine. Also, the English teachers as its study subject have already mentioned about making the rubric for its evaluation. Another important question was about how the implementation of authentic assessment in the future will be. From eight informants answered although they still knew little or nothing about it but they have to support the implementation of it. They still need to get the further information

from education institution or government to socialize more about it. When the researcher tried to let the informants lead the open ended questions, two of them complaint about the works that they would face later if the authentic assessment is later implemented in their teaching. Without any explanation from the researcher, the informants also shared their perspective that the implementation of authentic assessment later should consider the tasks given to the students and thus it needs more facilities and extra time either for teachers and students. Also, by considering the aspects of knowledge, attitude and skills, they think extra time is needed to be aware of how to observe meticulously each of their student's progress. However, dealing with it, the students centered tasks will give valuable experiences for the students.

The next analysis results are about giving interpretation on the lesson plan designed by three of the informants dealing with the implementation of authentic assessment. From the three informants when they were asked to design the lesson plan, only one English teacher from one of the public junior high schools (partner school of Semarang State University) who could design appropriate authentic assessment for her students. She has been able to design a project based task for the students to create story based on the video of narrative text. She also made three rubrics as suggested by the curriculum 2013 of the aspects to be considered, those are rubric of knowledge, attitude and skill of writing. While, the two informants designed the assessment for the lesson plan without any valuable experiences for the students, one reason for that is because they haven't known about the types of authentic assessment.

Conclusion and Suggestion

The conclusion that can be drawn are divided into two. The first is from the results of guided and non guided interviews and the second is from the results of designing the lesson plan by implementing the authentic assessment. The results of interview analysis showed that from the eight teachers as informants, the question about what they know about authentic assessment, they did not know exactly what it is. They referred the authentic assessment only with rubric. While in designing rubric, they also had difficulties. The second question about the types of authentic assessment, four informants gave right answers, while the rest four gave wrong answers. The four informants have known about project based tasks and oral performance tasks in their teaching. The third question, which is to let the informants lead the question of their perspective on authentic assessment, has given two perspectives. The positive one is by implementing the authentic assessment, it will give students the valuable experiences since they have variety of tasks in their learning process. However, the informants of this study also consider the negative ones. They complaint that the teachers need facilities and extra time to observe and note down all progress of knowledge, attitude and skills of the students during their learning process either in class or outside. They think that the school and government should think about the works of teacher in the context of big classes like they have as always. The second conclusion from the result of designing the lesson plan, the informants (the English teachers of junior schools as partner schools of UNNES) still need more information and explanation about the types of authentic assessment that should be implemented as suggested by curriculum 2013.

The suggestion should be referred to all teachers, to sooner learn more about authentic assessment since actually it can promote the students progress in their learning. However, the curriculum instructors and trainer should keep in mind that many teachers need to be forced to create variety of authentic assessment tasks instead of only giving information and explanation. They need to be given opportunity to be creative and innovative in designing the authentic assessment tasks in their teaching.

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